

CHAPTER 9 - PROGRAM AND ADMINISTRATIVE CONSIDERATIONS

LOCAL PLAN

9.1 STANDARD: Each SELPA is to develop policy and implementation procedures within their local plan which describe all Designated Instruction and Services (DIS) including adapted physical education (APE).

Legal Reference: *Each special education local plan area (SELPA) submitting a local plan to the superintendent under this part shall demonstrate that it has in effect policies procedures, and programs that are consistent with state laws, regulations, and policies. (Sec. 56205.)*

Discussion: The California Department of Education, in conjunction with professionals in the field, recommends the following be considered when determining the appropriate physical education service(s) for children who are eligible for special education. Before a referral to special education is made, adaptations, accommodations, and modifications within the existing general education program should be tried and documented when the student, who is receiving general physical education, has a suspected disability which appears to be affecting movement performance and participation. Appropriate and meaningful intervention strategies should be based on the child's needs, age, and curriculum content. These strategies should be documented and reported along with the outcomes for a designated period of time before a referral to adapted physical education is made. (Sec. 56303.)

Best Practice: It is recommended that the Adapted Physical Education specialist: (a) ask for a copy of the local plan and provide input for its revision when requested; and (b) follow identified student study team (SST) procedures. Furthermore, it is recommended that all general physical educators (a) be aware of their responsibility to serve all children; (b) receive training in the SST process and receive support for utilizing it when necessary; and (c) be aware of accommodations and modifications that are appropriate for their classes.

Adapted physical education specialists are advised to develop a working relationship with general physical educators and assist in providing suggestions for accommodations and modifications as well as the implications of various disabilities on physical performance. The adapted physical education specialist does not need to be "on call" at all times for individual consultations and requests. The following are some suggestions that will help to manage the time needed for the provision of resources and instructional interventions.

- Maintain a resource library that can be housed within one of the school's libraries.
- Maintain an information board that is accessible to general physical educators, for posting of new resources, games, and other information.
- Participate in physical education department or school site staff meetings and training.
- When appropriate, provide in-service training sessions for general physical educators.
- Identify lead teachers at each school to assist with general physical education accommodations and modifications and distribution of information.
- Post messages on a web site, electronic message board, online forum, school bulletin, or in a newsletter.

Note: All statutory citations apply to the California Education Code unless otherwise stated.

FUNDING

9.2 STANDARD: Children who are identified as an individual with exceptional needs are included in the state child count and may receive adapted physical education as a Designated and Instructional Service.

Legal Reference: *Children receiving adapted physical education, as indicated on their IEP, are included in the state child count as an individual with exceptional needs within the eligible categories. (5 CCR sec. 3030 and 3051.5.)*

Discussion: If a student is classified as an individual with exceptional needs and is receiving Adapted Physical Education services, it is imperative that this is indicated on the current IEP and that this information has been put into the current data base. This will enable the LEA to accurately keep parents informed, account for DIS services, and receive appropriate special education funding. (Sec. 56345.) (Occasionally there may be exceptions to this when a 504-accommodation plan is involved.)

Best Practice: It is advised that all students receiving Adapted Physical Education be made available to all Adapted Physical Education Specialists for review; and that this information be provided at least a month prior to the December 1, and April 1, student count deadline.

Accurate Designated and Instructional Services information, provided in a timely manner, will ensure accurate management information data. It is also recommended that accurate dates for entering and exiting adapted physical education are communicated to all staff involved with processing student counts.

CASELOAD

9.3 STANDARD: Actual caseload numbers will vary based on a number of factors and are determined by each SELPA within the Local Plan.

Legal Reference: Sec. 56200 - 56208

Discussion: There is no maximum caseload established for adapted physical education in state or federal statutes or regulations. Caseloads that prevent the adapted physical education specialist from providing the instruction in accordance with the time and frequency indicated on the child's IEP would be out of compliance with state and federal statute and regulations.

Actual caseload numbers will vary based on a number of factors, including, but not limited to those listed below. Adapted physical education specialists may be key people to consult in determining other factors impacting each SELPA.

- • contractual agreements for certificated staff established by individual school districts, county offices of education, or SELPAs defining optimum class/caseload norms and procedures
- time needed for assessment and identification
- number of schools

- the number of classes, instructional time or contact hours needed to provide service to assigned students as specified in IEP
- varied number of days per week each student receives services
- parent requests
- amount of time spent providing collaborative and consultative services for general physical education including sst, 504 plans, modified, and specially designed physical education
- travel time and distance between sites, parking, ingress, and egress procedures
- assignment type (itinerant or site based)
- urban, rural, or suburban conditions
- availability of equipment and facilities
- mobility of students
- availability of resources, such as training and collaboration of support staff, equipment, instructional aids, clerical assistance and technology (eg, lap top computers)
- accessibility to student based on school, class, and individual student schedules
- additional services or expectations required by administration or other factors
- political and social expectations of specific assignments
- awareness of calendar differences between schools and districts
- case management and coordination among site administrators
- full time or part time assignment equivalency

Best Practice: Actual caseloads are determined at the SELPA level. The best practice is to first consider all of the above listed factors and determine the impact on each adapted physical education specialist. There will be a wide range of caseloads. A statewide survey of Adapted physical education programs found that the median caseload across the state was 50 students. Adapted physical education specialists should be involved in determining actual assignments and caseloads. See Appendix I for Scheduling Suggestions and Student IEPs.

NUMBER OF SITES

9.4 STANDARD: An appropriate number of sites would allow the adapted physical education specialist to provide effective instruction in accordance with the time, frequency, and location as indicated on each child's IEP.

Legal Reference: The IEP shall include the projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications included in the individualized education program. (Sec. 56345(6).)

Discussion: There is no state or federally established number of sites that can be effectively served by an adapted physical education specialist. An appropriate number of sites would allow the adapted physical education specialist to provide effective instruction in accordance with the time and frequency as indicated on the child's IEP as to avoid noncompliance and due process issues.

Some factors to consider when determining the number of sites an adapted physical education specialist can serve effectively are:

- caseload
- number of contact hours needed for each child; preschool through secondary
- intensity of child needs
- travel time required
- number and size of groups or classes
- assessment time; different time allowances for duplicated versus unduplicated count
- time required for consultative and collaborative services
- case management and coordination among site administrators
- availability of support from instructional aides and other staff
- full time or part time assignment equivalency

Best Practice: The number of sites is best determined by the level of the students (elementary, middle, high school), and variations in the frequency of service provided. It is advised that high school students receive adapted physical education daily; therefore, fewer sites would be assigned to that adapted physical education specialist. Based on a statewide survey of Adapted Physical Education programs the average number of sites is 5 - 7. Number of sites may vary as determined by the factors listed in the discussion section.

FREQUENCY OF SERVICE

9.5 STANDARD: All children are required to participate in 200 minutes per 10 days for elementary, and 400 minutes per 10 days for secondary, of physical education instruction.

Legal Reference: *All children are required to participate in 200 minutes per 10 days for elementary, and 400 minutes per 10 days for secondary, of physical education instruction, unless excused or exempt under sec. 51241. Direct adapted physical education service may be provided for all or a part of the required physical education minutes in which the focus of instruction is on the stated goals and objectives/benchmarks. The remainder of the required number of minutes for physical education instruction may be provided in general, modified, and/or specially designed physical education for 200 minutes every 10 school days for elementary and 400 minutes every 10 days for secondary level students. The IEP should clearly indicate the total number of minutes in each service delivery model. (Sec. 51222, 51241, 51246, 51210, 56345(a)(b) and 34 CFR sec. 300.307.)*

Discussion: The general classroom teacher, general physical education teacher, or special day class teacher should be aware of the goal(s) stated on the IEP and should reinforce skills taught by the adapted physical education specialist. The IEP team should indicate on the IEP how coordination would occur between school personnel. It is the responsibility of the district administration to ensure that the student receives the 200/400 minutes of physical education instruction inclusive of adapted physical education instruction. (Sec. 56345.)

Best Practice: It is recommended that all general and adapted physical education teachers, with administrative support, work together to ensure that all students receive daily physical education instruction and meet the 200/400 minute requirement.

9.6 STANDARD: Frequency of Adapted Physical Education services may change for an individual student and must be dependent upon need.

Legal Reference: (a) *General Provisions.*

Designated instruction and services may be provided to individuals or to small groups in a specialized area of educational need, and throughout the full continuum of educational settings.

Designated instruction and services, when needed as determined by the individualized education program, shall include the frequency, location and duration of services. (5 CCR sec. 3051.5.)

Discussion: The needs of children change. As the goals and objectives change, the frequency of Adapted Physical Education services may need to be decreased or increased. Students, transitioning to other physical education settings, may only need Adapted Physical Education services once every 2, 3 or 4 weeks as the responsibility of providing access to core curriculum shifts to other teachers. Students, who are in a transition program, may best be served less frequently in community-based settings that address the transition needs of the student. In other cases, attendance in a special education class on an integrated site may require more Adapted Physical Education services to help the student participate with non-disabled peers while this same student, who attended school on a segregated site, received appropriate physical education in a specially designed program with limited Adapted Physical Education services.

Best Practice: Determine the needs of the student and identify the appropriate amount of Adapted Physical Education service the student needs to make progress toward goals and objectives. When identifying the frequency of service, the specialist may choose to identify the minimum number of sessions per year or may identify the average frequency of service per month on the IEP. When scheduling, the specialist could schedule classes at a higher frequency or identify weekly blocks of time which may be used for additional service to ensure that the minimum need is met as school holidays, breaks, and special school events will affect the availability of the student to receive service.

9.7 STANDARD: Adapted physical education services can be provided using various methods and in different educational settings.

Legal Reference: (a) *General Provisions.*

Designated instruction and services may be provided to individuals or to small groups in a specialized area of educational need, and throughout the full continuum of educational settings.

Designated instruction and services, when needed as determined by the individualized education program, shall include the frequency and duration of services. (5 CCR sec. 3051.5.)

Instructional Aide: The role of the instructional aide in adapted physical education is to assist and supplement the adapted physical education specialist or classroom teacher in carrying out supportive instruction in ...improving the quality of educational opportunity for pupils... (Sec. 45341). The term "instructional aide" is defined in sec. 45343.

Discussion: Adapted physical education services can be provided in many settings. The most common is a program taught by an adapted physical education specialist credentialed to teach adapted physical education. In this situation, the Adapted Physical Education specialist often teaches a small group of students independently.

At times, instructional aides assist an Adapted Physical Education specialist. These professionals may include special education instructional aides from the child's classroom, the student's one-on-one instructional aide, or perhaps an Adapted Physical Education instructional aide. In instances, when the aide assists the Adapted Physical Education specialist with implementation of the lesson, adapted physical education services are being provided. This concept can be expanded as the aide may provide services in one location on campus or in a community setting while the Adapted Physical Education specialist is working with other students at a different location on campus or in the same community setting. At times, the Adapted Physical Education specialist and paraprofessional may work collaboratively with the student(s) and then the aide could provide adapted physical education services at another time(s) during the week by following the lesson plan as provided by the Adapted Physical Education specialist. The paraprofessional must be under the direct supervision of the Adapted Physical Education specialist and is not responsible for developing lesson plans and selecting methods of instruction.

This role for instructional aides/assistants and the resulting service model both exist in special education for the resource specialist program and for the designated instruction and service of speech and language services.

Another method of providing adapted physical education involves the collaborative consultative model. In these instances, the Adapted Physical Education specialist team-teaches with another credentialed teacher, special or general education, at the frequency necessary for the student to make progress toward the attainment of adapted physical education goals and objectives. These settings include specially designed and general physical education and afford the student more opportunity to participate in physical education with their peers and non-disabled peers. When the Adapted Physical Education specialist is not present during the lesson, the other teacher is responsible for the lesson and the student's physical education setting then matches that of the class. In these situations, the instructional assistants/aides work under the supervision of the teacher of the class.

No minimum frequency of adapted physical education service exists in federal or state law for the service to be identified on a student's IEP. A student may receive services twice per week, twice per month, or even once per month. LEAs may determine a minimum level of service such as 30 minutes per month of direct service. Therefore, if the specialist collaborates with another teacher and only sees the student once per month, the student would have Adapted Physical Education goal(s) and objectives(s) that would need to be monitored by the Adapted Physical Education specialist and the frequency of Adapted Physical Education service would be once per month. Extreme care needs to be exercised as an Adapted Physical Education specialist's caseload could be significantly impacted by such a service model. Time considerations must be given for the amount of collaborative consultation needed for the student to make progress towards Adapted Physical Education goals and objectives.

Best Practice: Identification of the frequency of adapted physical education service on the IEP may adequately reflect the type of Adapted Physical Education service and who is delivering these services to the child. In addition, other physical education settings responsible for

providing access to core curriculum ought to be considered by the IEP team. Accurately informing parents of the specific elements of service delivery benefits the child and facilitates the implementation of the IEP.

9.8 STANDARD: All children in grades 5, 7, and 9 shall be given a physical performance test.

Legal Reference: *During the month of March, April, or May the governing board of each school district maintaining any of grades 5, 7, and 9 shall administer to each pupil in those grades the physical performance test designed by the State Board of Education. Each physically handicapped pupil and each pupil who is physically unable to take all of the physical performance tests shall be given as much of the test as his or her condition will permit. (Sec. 60800)*

Discussion: One of the goals of physical education instruction is to teach students to maintain a health enhancing level of physical fitness. Students with disabilities can meet this goal, but may require additional program supports, accommodations, or modifications. There are several resources available to assist physical educators in this regard. Examples include Physical Best and Individuals with Disabilities, Project UNIQUE and Brockport Physical Fitness test. These and other resources for adapted physical fitness testing are listed in Appendix C and D, Assessment Tools and Tests by Ages.

Best Practice: Adapted and general physical educators should work together, with the support of administration, to insure that all students, including those with disabilities, receive accurate and timely physical performance testing, and that reporting of test results complies with State laws. It is recommended that the adapted physical education specialist be available to consult with general physical educators and provide information on adapted physical performance testing. Suggestions include:

- maintain a library of adapted physical fitness tests and teaching manuals provide general physical educators with access to your library
- give formal or informal inservices to general physical educators on the topic of adapted physical performance testing
- provide clear, specific instructions for individual students who need adapted physical performance testing
- participate in physical performance testing and reporting
- use physical performance test data in physical fitness instruction and encourage other physical educators to do the same

9.9 STANDARD: A high school student who requires Adapted Physical Education as stated on his/her IEP, should continue to receive adapted physical education even if he/she has met the graduation requirements for physical education.

Legal Reference: It is the responsibility of the LEA to provide all services indicated on the IEP. (Sec. 56345.)

Discussion: The student has met the physical education requirements for graduation. Based upon the present level of student performance and the consensus of the IEP team the student can continue receiving Adapted Physical Education services. The parent needs to concur with the decision. (Sec. 56345.)

If the student continues to qualify special education and needs adapted physical education service, but wishes to focus on other areas, he/she may elect to take other courses or class electives. This decision is based on the consensus of the IEP team and the parents that adapted physical education services be discontinued at this time. (Sec. 56345.)

Best Practice: Advise IEP team member to consider whether APE should be continued or terminated with respect to:

- the best interest of the student
- meet legal requirements for provision of a free appropriate public education and least restrictive environment
- meet SELPA policies and procedures

CHAPTER 10 - CURRICULUM AND INSTRUCTION

ADAPTED PHYSICAL EDUCATION CURRICULUM STANDARDS

In the spirit of the Americans with Disabilities Act and IDEA, individuals with disabilities shall be given equal access to every opportunity afforded to the general population. With this spirit in mind, individuals with disabilities should be exposed to as much of the General Physical Education Program as they are able to accommodate.

As a result of educational reform, curriculum standards are being written for the various subject areas. The curriculum standards provide the basis for curriculum as the curriculum is written from the standards. Curriculum standards indicate what students, at a given grade level, should know and be able to do. The National Association on Sport and Physical Education (NASPE) of the American Alliance of Health, Physical Education, Recreation, and Dance has written grade level standards for physical education (1995). Consideration should be given to NASPE standards for general physical education when considering these Adapted Physical Education Curriculum Standards. Special Education Association of County Offices (SEACO) offers alternative curriculum also using NASPE standards for students with moderate to severe disabilities.

In 1998, the California Department of Education published “Challenge Standards for Student Success: Physical Education.” These standards were part of a special project in California and the Physical Education Challenge Standards are a companion document to the Physical Education Framework (1995). The Adapted Physical Education Curriculum Standards that follow have been written by the Adapted Physical Education Guidelines Committee using the California Challenge Standards for Physical Education, the Physical Education Framework, and the NASPE Standards.

The following standards have been developed for students who require an adapted physical education service and cannot safely and successfully participate independently in the general physical education program. Adapted Physical Education is designed for students to actively participate within the least restrictive environment. Refer to Appendix F, Curriculum Benchmarks Examples.

Movement Skills and Movement Knowledge

Curriculum Standard 1

The student will be exposed to a variety of movement activities and will become competent in several, depending on student ability.

Curriculum Standard 2

The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these while moving.

Curriculum Standard 3

The student will achieve and maintain a health-enhancing level of fitness.

Curriculum Standard 4

The student will regularly experience recreation/leisure and fitness activities.

Self-image and Personal Development

Curriculum Standard 5

The student will demonstrate appropriate behavior while participating in movement activities.

Curriculum Standard 6

Students will apply recreation/leisure and fitness skills to other life activities.

Social Development

Curriculum Standard 7

The student will demonstrate appropriate interaction with others while participating in movement activities.

Curriculum Standard 8

The student will experience a variety of multicultural movement activities.

These eight standards are repeated at each grade level (K-12) and have from two to seven exit expectations for each standard. These exit expectations are sequential and age and grade level appropriate and reflect the grade level theme. Refer to Appendix F.

MOVEMENT SKILLS AND MOVEMENT KNOWLEDGE

Curriculum Standard 1: The student will be exposed to a variety of movement activities and become competent in several, depending upon ability.
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The intent of this standard is the development of movement competence and proficiency, within the student's capabilities, based upon his/her disability. Movement competence implies the development of sufficient ability to enjoy participation in physical activities and establishes a foundation to facilitate continued motor skill acquisition and increased ability to engage in appropriate motor patterns in daily physical activities. The development of proficiency in a few movement forms gives the student the capacity for successful and advanced levels of performance to further increase the likelihood of participation. In the primary years, students develop maturity and versatility in the use of fundamental skills (e.g., running, skipping, throwing, striking) that are further refined, combined and varied during the middle school years. These motor patterns, now having evolved into specialized skills (e.g., a specific dance step, chest pass, catching with a glove), are used in increasingly complex movement environments (e.g., more players or participants, rules, and strategies) through the middle school years. On the basis of interest and ability, high school students select a few activities for regular participation within which proficiency will be developed. In preparation for adulthood, adapted physical education students should have acquired as much of the basic skills to participate in a wide variety of leisure and work-related physical activities and advanced skills, as their abilities will accommodate.

Curriculum Standard 2: The student will be introduced to movement concepts and principles in accordance with cognitive ability and will apply some of these when moving.

This standard concerns the ability of the learner to use cognitive information to understand and enhance motor skill acquisition and performance. This includes the application of concepts from disciplines such as motor learning and development, sports psychology and sociology, biomechanics, and exercise physiology. Specifically this would include concepts like increasing force production through the summation of forces, effects of anxiety on performance, and the principle of specificity of training. Knowledge of such concepts and practice applying these concepts enhances the likelihood of independent learning and therefore more regular and effective participation in physical activity. During the lower elementary years the emphasis is placed on establishing a movement vocabulary and initial application of introductory concepts (e.g., force absorption, principles governing equilibrium, application of force). Through the upper elementary and middle school years the emphasis is placed on learning more and increasingly complex concepts. In addition, emphasis is placed on applying and generalizing these concepts to real-life physical activity situations (e.g., managing stress, effect of growth spurt on movement performance). During the high school years the student should possess sufficient knowledge of concepts to independently and routinely use a wide variety of increasingly complex concepts (e.g., performance trends associated with learning new motor skills, specificity of training). By graduation the student should have, within the limitations of his/her capacity, developed sufficient knowledge and ability to independently use their knowledge to acquire new skills while continuing to refine existing ones.

Curriculum Standard 3: The student will achieve and maintain a health-enhancing level of fitness.

The intent of this standard is to instill in the student an understanding of the need for a health enhancing level of personal fitness, and to afford the student the knowledge and skills necessary to pursue an active healthy lifestyle with provision of the necessary supports. This includes an understanding of the concepts of exercise physiology, human growth and development, the specific nature of their disability and the challenges it presents and the motor learning process of skill development. In the elementary school years the focus is on body parts, vocabulary and function. In addition an understanding that not all individuals develop at the same rate and that all individuals have strengths and weaknesses. Finally, through a variety of challenging but fun aerobic type activities students will, be given the opportunity to establish and maintain a health enhancing level of personal physical fitness. In the middle school years the emphasis is placed on building on the strengths and working to improve weaknesses. Fitness concepts to be explored include specific and complex concepts of exercise physiology including the five components of physical fitness (cardiovascular strength, muscular strength, muscular endurance, flexibility, and body composition), the principles frequency, intensity, and time, and the training principles of overload, progression, and specificity. In the high school years the student will experience assessing his/her own fitness levels and developing a personalized fitness program using all previously learned exercise physiology concepts and principles. By graduation the student will have a general plan for pursuit of their personal fitness needs for the future with all necessary supports and accommodations. They will also be supported in appreciating the need to alter and adjust the plan to accommodate their aging process.

Curriculum Standard 4: The student will regularly experience recreation/leisure and fitness activities.

The intent of this standard is to establish patterns of regular participation in meaningful physical activity into adulthood. This standard is the first step in connecting what is done in the physical education class with the lives of students outside of physical education. While participation within the physical education class is important, what the student does outside the physical education class is critical to developing an active, healthy lifestyle. Students are more likely to participate if they have had opportunity to develop interests that are personally meaningful to them. Regularly experiencing recreation/leisure and fitness activities assists the student in discovering the types of activities they enjoy and developing a habit of exercising regularly. Young children need to learn to enjoy physical activity, participate in developmentally appropriate activities that help them develop movement competence and be encouraged to participate in vigorous and unstructured play. As students get older the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this standard should develop an awareness of those opportunities and encourage a broad level of participation. Cognitive understandings develop from an initial awareness of cause and effect relationships between activity and its immediate identifiable effects on the body to an increased understanding of the role of physical activity on the physiological body, social opportunities and relationships, and emotional well being; and a comprehensive perspective on the meaning of the idea of a healthy lifestyle.

SELF-IMAGE AND PERSONAL DEVELOPMENT

Curriculum Standard 5: The student will demonstrate appropriate personal behavior while participating in movement activities.

The intent of this standard is achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, sport etiquette, cooperation and teamwork, ethical behavior in sport, and positive social interaction. Achievement of this standard in the lower elementary grades begins with recognition of class rules and procedures and a focus on safety. In the upper elementary levels students learn to work independently, with a partner, and in small groups. In middle school students identify the purposes for rules and procedures and become involved in decision-making processes to establish rules and procedures for specific activity situations. High school students initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others in physical activity.

Curriculum Standard 6: Students will apply recreational/leisure and fitness skills to other life activities.

The intent of this standard is to see that the student is able to take what he/she has learned, in physical education, and apply it, where appropriate, to the other aspects of life. For example, a physical skill can be modified and utilized in another previously unknown sport activity or non-sport related physical activity. Another example is the ability to recognize the importance of personal fitness and an understanding of how to include the pursuit of personal fitness into one's lifestyle. A social skill example is cooperative learning, where individuals work together in a positive manner in order to reach a common goal: or the social skill of conflict resolution, where individuals learn to agree to disagree in non-violent manner and work out disagreements in a

manner agreeable to all. In the elementary levels, it begins with mastering basic locomotor, non-locomotor, and manipulative skills. It includes working safely in one's own space then working together in small groups, sharing, and waiting one's turn. The concept of learning and following rules begins here. It relates the feelings of fun and pleasure with the achievement of success. In the middle school years it includes application of movement skills and knowledge, basic biomechanical principles, the importance of practice, rules, and social skills to specific individual and team sports activities. At the high school level students refine all these skills and understandings as they select and pursue excellence in one or two movement activities. They also learn to apply previously learned knowledge and physical skills to new, yet untried movement activities. Finally, students understand the importance and benefits of leading an active healthy lifestyle.

SOCIAL DEVELOPMENT

Curriculum Standard 7: The student will demonstrate appropriate interaction with others while participating in movement activities.
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The intent of this standard is to develop respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, race, and socio-economic status. Elementary school students begin to recognize individual similarities and differences and participate cooperatively in physical activity. By middle/junior high school, students increase their ability to participate cooperatively with persons of diverse characteristics and backgrounds in larger groups. High school students are expected to participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others. Adapted physical education students are expected to achieve these same standards, if not at the regular grade level, at a time appropriate to their development.

Curriculum Standard 8: The student will be introduced to a variety of multicultural movement activities.

This standard is designed to develop an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning as seen from the perspective of the individual and individuals and cultures different from that of the student. Physical activity can provide opportunity for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits entice people to continue and expand participation in activity throughout the life span. Through experiencing movement activities from a variety of cultures, the student can develop a better understanding of the perspective of others.

** The bulk of these standard descriptors is taken directly from the NASPE standards and modified only slightly to accommodate individuals with disabilities. (National Association for Sport and Physical Fitness. 1995. Moving Into The Future: National Standards for Physical Education: A Guide to Content and Assessment. Mosby-Year Book, Inc.)

METHODS OF INSTRUCTION

Adaptation, Accommodation and Modification Applied to Physical Education Programs and Instruction.

Legal Reference: *IDEA specifies that the public agency shall ensure...each teacher and provider is informed of his or her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications and supports that must be provided for the child in accordance with the IEP. (34 CFR sec. 300.342(b)(3).)*

Discussion: Good teaching involves awareness of individual differences and utilization of a variety of strategies to address individual differences within the instructional group. Physical education teachers should attempt to adapt the physical education program to meet the needs of all individuals, including those who have or are suspected to have a disability. Both Federal Law and California Law confirm this by requiring modification of the regular program before identifying a student as needing Special Education.

The term accommodation is used in section 504 of the Rehabilitation Act of 1973, which is a law applied to general education, and requires the provision of equal and effective provision of services for individuals with disabilities. The definition of the terms “accommodation” and “modification” used in various laws, regulations, and guidelines can be confusing.

When speaking of federal laws, there seems to be some consistency emerging in the connotation meant by the use of these terms. There is growing agreement among professionals that the term “adapt” is an umbrella term, and that “modification” and “accommodation” are two types of “adaptation.” Furthermore, “accommodation” refers to removing the effects of the disability in order to enable the student to achieve the same outcome as the general education student. Whereas *modification* means to modify the standard, therefore the student continues to participate in general education but the standard of achievement or student outcome is changed. For example, it might be called an “accommodation” to allow a student with paraplegia to use a wheelchair for endurance activities in order to achieve the same aerobic conditioning standard as the rest of the general physical education class. However it would probably be considered a “modification” if a student with asthma is consistently allowed to shoot baskets instead of participate in endurance activities, and is not graded on the same aerobic conditioning goal standard as the rest of the general physical education class.

Using these definitions of the terms “accommodation” and “modification” has the following implications for best practice in implementing physical education programs.

- Modifications should be clearly documented because they allow the teacher to use a different standard for testing and grading the student. When it is clearly understood that the student is being held to a different standard than the rest of the general education students, it usually eliminates fairness issues, and allows for more accurate accountability for instructional outcome.
- Accommodations may need to be documented, but do not effect grading and evaluation of student outcome.
- Altering individual student standards or goals are decisions that should not be taken lightly, as it will alter student outcome. Therefore it should involve careful consideration by a team of educators, parent and student.
- Accommodations can be made by any teacher, and should always be considered in order to provide for individual differences. However, consultation and team input should be available

to all teachers to assist them in matching specific accommodations to specific learner needs.

There are a wide variety of activities that are taught in physical education programs, and a variety of individuals needs. Therefore, there are also a very wide variety of accommodations and modifications that can be made. It may be helpful to consider categories of accommodations and modifications within which a specific strategy may be found. The list of categories in Table 7.1, p. 70 is offered to assist teams and individuals in selecting and developing accommodations and modifications to meet individual student needs.

Table 10.1

Possible Adaptations of the General Physical Education Program.

Category	Examples
Formation (including space, placement within group, and boundaries of the activity)	<ul style="list-style-type: none"> Place hand of hearing student near instructor when verbal instructions are given. Assign a student with asthma, obesity or reduced stamina to infield positions during softball unit. Reduce the court or field size for student with asthma, obesity, or reduced stamina.
Change form or language used	<ul style="list-style-type: none"> Use gestures and demonstration to augment verbal communication. Provide written list of tasks or steps to a student with attention or auditory memory difficulties. Assign a peer helper to a student with attention, communication, or reading difficulties.
Equipment	<ul style="list-style-type: none"> Use lighter or smaller sports equipment for a student with reduced strength or small stature. Make multiple pieces of the same equipment available to increase practice time for students. Use equipment that moves at a slower speed when students are learning a new skill.
Task or objective (alter skill level to be taught or practiced during lesson)	<ul style="list-style-type: none"> Reduce the number of repetitions of an exercise for student with reduced strength or mild physical disability. Set goals for improving individual performance rather than comparing performance with other students. Allow for additional trials for student with lower skills or mild physical disability.
Environment including social environment	<ul style="list-style-type: none"> Assign a peer helper to a student with attention, communication, or reading difficulties. Teacher selects teams. Do not allow student captains to "choose" teams in front of group. Provide specific feedback and positive comments from peers or teacher.
Players (number, groupings of individuals or organize class into stations)	<ul style="list-style-type: none"> Teacher structures groups to ensure equality and opportunity to contribute/participate. Assign peers to model, assist, or augment participation.
Rules (including game rules and class rules.)	<ul style="list-style-type: none"> Alter rules for inclusion rather than exclusion. Alter dress code rules during outdoor activities for a student who is sensitive to the sun.

Curricular Adaptations:

Curricular adaptations are changes permissible in educational environments which allow the student equal opportunity to obtain access, results, benefits and levels of achievement. These adaptations consist of both accommodations and modifications.

Some curricular adaptations do not fundamentally alter or lower standards or expectations in either the instructional or assessment phases of a course of study and can be designated as “**accommodations**.” These accommodations provide access to participate in the LRE (least restrictive environment) and an opportunity to demonstrate mastery of performance standards.

Accommodations are changes in course content, teaching strategies, standards, test presentations, location, timing, scheduling, expectations, student responses, environmental structuring and/or other attributes which provide access for a student with a disability to participate in a course/standard/test. These accommodations DO NOT fundamentally alter or lower the standard or expectations of the course/standard/test.

Some adaptations do alter or lower standards of expectations and can be termed “**modifications**.” These modifications, although providing access, will necessitate an alternative assessment to achieve accountability for performance. This alternate assessment is individually selected by the IEP team to measure performance on a specific test/course/activity for which the standard or typical expectation of the course/standard/group would be inappropriate.

Modifications are changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, environmental structuring and/or other attributes which provide access for a student with a disability to participate in a course/standard/test, which DO fundamentally alter or lower the standard or expectations for the course/standard/test. (Definitions of accommodations and modifications are from “Assessment and Evaluation of Students with Disabilities: The Legal Requirements that Regular and Special Education Need to Know in Working with Students with Disabilities in the ‘General Curriculum’.” A presentation by Miriam Kurtzig Freedman, M.A., J.D., at the LRP 20th National Institute on Educating Individuals with Disabilities, San Francisco, April 1999.)

Nine Types of Curriculum Adaptations:

1. Quantity: adapt the number of items that the learner is expected to learn or complete
2. Input: adapt the way instruction is delivered to the learner
3. Participation: adapt the extent to which a learner is actively involved in the task
4. Time: adapt the time allotted and allowed for learning, task completion, or testing
5. Difficulty: adapt the skill level or the rules on how the learner may approach the task.
6. Goals: adapt the goals, outcomes or expectations while using the same materials
7. Level of Support: increase the amount of personal assistance with a specific learner
8. Output: adapt ways in which the student can respond to instruction
9. Alternative Curriculum: provide different instruction and tasks to meet a learner’s individual goals. (Adapted from Deschenes, C. Ebling, D., and Sprague, J (1994)

Prompting:

Movement responses should be initiated by the child. However, in some situations a verbal, visual, or physical prompt may be needed to ensure imitation of a task. Prompts should be as natural as possible and not be used to complete a movement but to assist in generating a movement. Further, promoting procedures are essential for children with motor delays to initiate many movements and essential for attaining their developmental milestones.

When presenting a task use only one presentation; modality at a time. Separate the verbal directions from the demonstration and separate the verbal directions from any hands-on guidance (tactile assistance). Avoid describing while demonstrating, or demonstrating while describing.

Also avoid giving verbal directions while you are assisting someone with hands-on guidance. Actions and verbal descriptions are kept separate. As Adapted Physical Education Specialists the concept of simplifying is basically breaking down tasks to their most basic form.

Teachers facilitate when they help children to develop an awareness of movement by combining their actions with thought and language. By asking appropriate questions, teachers can encourage children to think rather than just to respond. The questions that provoke the most thought are divergent or open-ended ones that can have more than one correct answer and don't require a "yes" or "no" response.

Prompting Hierarchy:

Prompting is defined as a range of instruction stimuli provided in order to direct an individual toward the performance of a desired response. Prompts range from the least to the most intrusive. The amount of assistance increases with each level in the hierarchy. Refer to Table 10.2. The prompt types are as follows:

- **Natural Cue:** Behavior independently occurs as a result of a natural cue to a stimulus in the environment. The individual performs the behavior without any assistance. (Example: John stands up to take the field when he sees his friends stand up.)
- **Gestural Prompt:** Physical gestures that may include pointing, beckoning, or shaking one's head to indicate approval or disapproval. (Example: The referee points toward the goal of the team who will have the ball. Mr. Brown stands next to a student at the starting line and points in the direction that the student should run.)
- **Indirect Verbal Prompt:** The instructor uses words to imply that some behavior needs to occur. (Example: Mrs. Green says, "Class, what do we do after warm up exercises?" Students understand it is time to go to assigned stations.)
- **Modeling:** Performing the desired behavior in order to encourage the initiation of that behavior by the individual. (Example: A peer helper runs beside Sally. A peer helper is positioned in front of Joe to model the stretching exercise.)
- **Symbolic (Pictorial or Written) Prompt:** Symbols (pictures or words) are presented to guide behavior. Often a sequence of pictures or a list of words is used, combined with the gestural prompt of pointing to the symbol of the desired behavior for that moment in time. (Example: Michael has 4 pictures of how to do his weight lifting routine. When he appears confused, his teacher gesturally redirects him to the correct picture.)
- **Direct Verbal Prompt:** The instructor explicitly states the behavior that needs to occur. (Example: "Boys and girls, please stand up now." "Jimmy, pick up your glove and go to right field.")
- **Minimal Physical Prompt:** Slight physical contact that guides the individual toward the behavior. (Example: When Phil does not pick up the ball when verbally told to do so, Mrs. Jones lightly touches his elbow. *Note, depending on the situation, a minimal physical prompt may be less intrusive and facilitate more independence than a direct verbal prompt.)
- **Partial Physical Prompt:** The instructor physically starts the individual on the desired behavior, and then ceases the physical assistance so the individual may complete the behavior independently.
- **Full Physical Prompt:** The instructor physically guides the individual through the entire behavior. (Example: John's mother physically positions his hands on the tennis racket and swings his arm to hit a bounded tennis ball.)

Table 10.2

TASK ANALYSIS WITH PROMPT RECORDING

Student: _____ Name of Task: _____	Observation Dates and Prompts Used		
Task Steps			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

Key to prompt types:

Natural Cue.....N
 Gestural Prompt.....G
 Indirect Verbal Prompt.....IV
 Modeling.....M
 Symbolic (pictorial or Written) PromptS

Direct Verbal Prompt.....DV
 Minimal Physical Prompt.....MP
 Partial Physical Prompt.....PP
 Full Physical Prompt.....FP

CHAPTER 11 - FACILITATING COMMUNICATION WITH OTHER SCHOOL STAFF

11.1 STANDARD: Communication exists among all of the individuals providing instruction and services to students with disabilities.

Discussion: Students with difficulty achieving success in school are generally the responsibility of the general education program. Timely identification and provision of the necessary support services is in the best interest of the student. Communication between the general educator, the Adapted Physical Education Specialist, and the site administrators is critical to the acceptance and proper accommodation of the student with special needs. Regardless of the reason(s) that cause students to have difficulty achieving success in school, the general educator must be a key partner in the process if the challenged student is to be placed into his/her classroom.

Many general physical educators identify limited awareness and support as the major reason for their resistance to including individuals with disabilities in their classes. This limited awareness and support falls in several categories including:

- student's legal right to a free and appropriate public education (FAPE)
- general educator's responsibilities to each student under his/her tutelage
- accommodations/modifications available to the general educator when working with a particular special student
- student's disability and how to safely accommodate it
- forms of support and resources available
- district and site administrators, as to their responsibilities to the student and the general educator and how to accommodate their needs and facilitate their success.

It is the responsibility of the adapted physical education specialist to initiate and maintain communication with other professionals as well. Part of this responsibility is to educate and inform the general education faculty about disabled students and their educational needs. Itinerant adapted physical education specialists need to be particularly aware of this responsibility at each of the sites that they visit. It is important to make sure school site staff are introduced to the adapted physical education specialist, and know how to easily contact him/her in order to and coordinate facilities, equipment, instruction, meetings, and student schedules.

Best Practice: Preparation and pro-active planning is always a good way to establish effective communication.

Suggestions include:

1. Maintaining a positive, friendly approach is helpful to the general educator, the specialist and the students.
2. Very early in each school year the site administrator, with faculty & staff, should review:
 - code of student's rights to a free and appropriate public education.
 - general educator's responsibility to each student.
 - various Special Education opportunities available to students.
 - processes for referring students for additional support; Student Study Team (SST), 504 Referral, or Special Education Referral.
3. Beginning teachers and new teachers should receive more than a review. For first year teachers this process could be integrated into the New Teacher Orientation or Mentoring Program at the site.

4. District and site administrators should make every effort to understand and support the special education services at each school site. This is in the best interest of the general population, the special education student, the general educator, the specialist, the site, and the school district overall.
5. It is important to keep lines of communication open between all professionals involved with a special needs student. Special Education services without proper set up and communication leads to the feeling of being “dumped” into a class. This does not lend itself to good teacher morale or a positive educational experience for the student.
 - Once all the special programs are in place and running, periodic scheduled meetings of the professionals and/or paraprofessionals involved in each situation should be held to assess progress and to discuss future strategies.
 - Utilize informal means of communication between all professionals and paraprofessionals working with a particular student such as: notes, phone calls/e-mail, and daily/weekly report form.
 - Regularly communicate with peer buddies and instructional aides.
 - General education staff (e.g., Physical Education Dept. Chair, general classroom teacher, principal or designee) should inform Adapted Physical Education specialists of procedures for scheduling of students, use of facilities, or use of equipment.
 - All involved should work to maintain an open door policy. (Although Adapted Physical Education specialists rarely have a door -- unless it’s a car door -- it is an attitude that encourages communication.)
6. District initiated in-services for general educators regarding updates on resources, programs, requirements (e.g., 200/400 minutes of physical education instruction every ten days) information, procedures; methods for making accommodations to enable the student to meet the course standards; methods for modifying course standards to enable the student to be successful. An Adapted Physical Education specialist might assist with this by giving in-services to elementary classroom teachers on physical education topics.
7. Create a least restrictive environment for the special education student by informing general educators of ways to modify, adjust, and accommodate tasks and activities.
8. Counselors and administrators should make every effort to place students with disabilities in classes that are appropriate to meet the individual needs such as:
 - ensuring the safety of the special needs and general education students in the class
 - class size that enable accommodations and modifications to be implemented
 - courses with content that can be adapted to the student’s needs
 - balancing special needs student enrollment throughout classes to ensure an appropriate ratio of special needs students to general education students
 - Providing instructional aides, peer tutors, or other support as needed
9. Communication suggestions for the adapted physical education specialists:
 - promote additional communication by inviting general educators and administrators to observe lessons and attend professional conferences together and/or bring their classes to join Adapted Physical Education classes occasionally. This provides some inclusion experience for all students.
 - teachers of Special Day classes often appreciate provision of general physical education information such as lists of physical education vocabulary (e.g., jump vs. hop, leap vs. jump, locomotor vs. non-locomotor) or playground game rules, or instructions for self-made equipment (e.g., newspaper balls, milk carton scoops, tin can stilts)
 - make every attempt to work within each school’s general rules (Obtain a copy of student handbook.)

- attempt to provide cross-curricular activities
- build time into your schedule to consult
- ensure general education teachers have access to IEP and Adapted Physical Education Assessment report information on site
- inform school personnel of times, days of week and phone number where the Adapted Physical Education specialist may be contacted for questions or help (Leaving schedule and business card at each school may be an efficient procedure)
- introducing yourself and becoming familiar with classified staff as well as certificated staff will positively contribute to the work of the specialist
- try to participate in school programs and activities and show you are a part of the school family
- attend staff meetings or send a letter to introduce yourself to other staff
- ensure that the general education teacher knows whether the student needs modifications or accommodations or both
- learn and appreciate other professional's job roles and duties